FOR SCHOOLS AND ORGANISATIONS

We Rise Up Strong

Scope and Sequence

Six lessons, 45 minutes each, built around the song and film *Bullyproof*. Students learn to name harm, look at the feelings and needs under it, repair harm, and help each other.



We Rise Up Strong

At a glance

- **Format:** 6 lessons, 45 minutes each. Teach them in order.
- **Song and film:** Students sing *Bullyproof* at the start and end of each lesson.
- **Approach:** Protect the student who was harmed first. Do not label a student “a bully.”
- **Practice:** Each student writes an If-Then plan in every lesson.
- **Last lesson:** The class makes a group response in art, words, or movement, and signs a shared commitment.
- **For:** Schools and organisations. Tell us your grade levels, format, and dates on the request form (page 6).

How students move through the lessons

01 Alone
Some students are left out. Some stay quiet to stay safe.

02 Seen
A classmate, teacher, or family member notices and listens.

03 Supported
Friends, teachers, and families help.

04 Strong
Students speak up and ask an adult for help.

05 Together
The class sings together and looks out for each other.

> *“We rise above, we never hide.”*
>
> — Lyric from *Bullyproof*

The story behind the song. Dan Roeder created *BullyProof* from ideas shared by Curtis Scofield. When Dan asked Curtis what character he would be, Curtis, who loves baseball, chose a lion in a Kings uniform — and Julie Todd brought his puppet and lion versions to life. Curtis lip-syncs the song in the film. Schools use the song and film to start class discussion about how students treat each other.

Full curriculum: weriseupstrong.com.

SCOPE AND SEQUENCE

Teach the lessons in order

Lesson 1 sets class agreements and starts with safety. Lessons 1 to 3 build trust and give students words for feelings. Lesson 4 asks students to think about their own actions. Lesson 5 teaches repair. In Lesson 6, the class practises what to do when they see harm.

Lesson	Theme	What changes for students
1	**Rise Together**	From “Bullies are bad” to “People can change”
2	**Beneath the Surface**	From “What’s wrong with them?” to “What might be going on underneath?”
3	**Shifting the Lens**	From “They meant to hurt me” to “What else might be true, and what do I need?”
4	**The Mirror**	From “Us vs. them” to “Many of us have been hurt, and many of us have hurt someone”
5	**Making It Right**	From “Punish the person” to “Repair the harm”
6	**We Rise Up Strong**	From “It’s not my problem” to “I can take a small, safe step and get help”

Each lesson has the same four parts: R.I.S.E.

Students learn the routine in Lesson 1. The four parts stay the same in every lesson. Only the topic changes.

R

Review

Sing the song, breathe, check in as a circle, and review the last lesson. About 5 minutes.

I

Inquire

Ask a question or play a short game to open the topic. About 5-10 minutes.

S

Strengthen

Teach the main idea. Students practise it with guidance. About 20-30 minutes.

E

Engage & Commit

Students write an If-Then plan, sing the song again, and settle before they leave. About 5-12 minutes.

> **Safety rules for every lesson.** Students may pass at any time. Do not require a face-to-face meeting. Do not ask a student who was harmed to forgive, make up with, or help the student who hurt them. Adults keep the harmed student safe. Adults also do the work of understanding the student who caused harm.

How the song is used

Students sing the chorus at the start and end of each lesson. Each lesson uses one line or verse, called the Lyric Lens, that fits the topic. In Lesson 6, students make their own response to the song.

LESSONS 1–3

Lessons 1 to 3: safety, feelings, and point of view

Lesson 1 — Rise Together

Set class agreements and learn three key words

Big idea: Students need to feel safe before they talk about hurt. People can change what they do.

Students: Write class agreements together. Learn the difference between conflict, a mean moment, and bullying. Each one needs a different response. Learn that an action is not the whole person. Each student fills in a “seed” card and an If-Then plan. The teacher returns the seed card in Lesson 6.

Change: From “Bullies are bad” to “People can change.”

Lesson 2 — Beneath the Surface

Name feelings and needs. Use the Iceberg model.

Big idea: Behaviour tells us something. A student who hurts someone may feel overwhelmed. Or the student may want status, popularity, or control. When we look at the feelings and needs under the behaviour, we can stop it sooner.

Students: Practise words for feelings. Use the Iceberg to list the feelings and needs under an action. Follow two patterns, the Hurt Loop and the Status Loop, and talk about what can break each loop.

Change: From “What’s wrong with them?” to “What might be going on underneath?”

Lesson 3 — Shifting the Lens

Pause. Ask what else could be true.

Big idea: The first reason we think of for someone’s action shapes what we do next. Teach students to pause before they act on that first reason.

Students: Notice how the mind fills in missing facts, often with the worst case. Think of more than one reason for an unclear moment. Use three questions: Curious (“What else might be going on?”), Impact (“How did this affect me or them?”), and Protect (“If this keeps happening or is unsafe, I protect myself and get help”). Use this only for unclear moments. Do not use it to put up with repeated hurt.

Change: From “They meant to hurt me” to “What else might be true, and what do I need?”

LESSONS 4–6

Lessons 4 to 6: think, repair, and act

Lesson 4 — The Mirror

Think privately about being hurt and about hurting someone

Big idea: Many students have been hurt. Many have also hurt someone else. Some have done both. Shame can sit on both sides. Honest thinking and kindness to yourself help you take the next step.

Students: Think privately about being hurt and about hurting someone. The teacher does not collect or read this work. Learn the difference between shame (“I am bad”) and guilt (“I did something that hurt someone”). Practise speaking kindly to yourself as a first step to taking responsibility. Teach this lesson fourth. Students need the trust and the words from Lessons 1 to 3 first.

Change: From “Us vs. them” to “Many of us have been hurt, and many of us have hurt someone.”

Lesson 5 — Making It Right

Ask who was hurt and what they need

Big idea: Ask three questions: Who was hurt? What do they need? What can be done to make it right? Ask these alongside the school’s rules and consequences.

Students: Compare punishment with repair. Learn and practise the Restorative Questions. Build a Real Repair in five steps: name it, own it, feel it, fix it, change it. The student who was harmed chooses whether to accept an apology. Do not require forgiveness.

Change: From “Punish the person” to “Repair the harm.”

Lesson 6 — We Rise Up Strong

Learn what a bystander can do

Big idea: Bullying continues when classmates laugh, join in, or share it, and when no one acts. Bystanders are not to blame. Students learn small, safe steps they can take, with an adult’s help.

Students: Learn the Upstander Menu: speak up (only if safe), change the subject, get help, do not laugh or share it, check in with the student afterwards, and, where safe, invite the student to join you. Practise the exact words out loud. Make a response to the song: a verse, chant, drawing, movement piece, poster, spoken word, or a mix. Students choose whether to share it. The class signs a shared commitment and sings the full song together.

Change: From “It’s not my problem” to “I can take a small, safe step and get help.”

OUTCOMES AND THEORY OF CHANGE

What students can do after Lesson 6

By Lesson 6, students can:

- Tell the difference between conflict, a mean moment, and bullying, and choose a response for each
- Name feelings and needs, in themselves and in others, using the Iceberg
- Pause before acting on a first guess, and ask what else might be true
- Tell shame from guilt, and respond to shame with kindness to themselves and clear next steps
- Ask and answer the Restorative Questions, and make a Real Repair: name it, own it, feel it, fix it, change it
- Choose a small, safe step when they see harm. Getting help from an adult counts as a full step.
- Use an If-Then plan they have practised: “If ___ happens, then I will ___.”
- Make a verse, drawing, poster, chant, movement piece, or spoken word that shows what they learned

Theory of change

Why bullying continues: Bullying continues when it gets a student relief, laughs, attention, or status, and when no one stops it. Punishment by itself often teaches a student to hide the behaviour. Calling a student “a bully” can make change harder.

1. Start with safety
Set clear class agreements. Make sure each student feels safe and part of the group.

→

2. Look underneath
Teach the feelings and needs under behaviour. Practise asking what else could be true.

→

3. Take responsibility
Students think privately about their own actions. Guilt points to a next step: own it, repair it, change it.

4. Repair the harm
Trained adults lead the repair. Meet the needs of the student who was harmed and set out what will change.

→

5. Stop the reward
Classmates practise safe steps and do not laugh, join in, or share the harm. They check in with the student afterwards.

→

What changes
Adults and students stop harm sooner. More harm gets repaired. Fewer students are left on their own.

What adults do. Adults do most of this work. Adults respond the same way each time, follow the repair steps, and protect the student who was harmed at each step. Do not ask students to handle this on their own.

What six lessons can and cannot do. Six lessons start the work. Schools still need follow-up lessons, family involvement, clear rules, and steady supervision. Page 6 lists ways to keep the work going after Lesson 6.

MEASURING, SUSTAINING, AND REQUESTING

Check whether it is working

What to measure

- **Anonymous surveys** before the lessons, after Lesson 6, and three months later. Ask about how often bullying happens, what bystanders do, whether students believe people can change, how students tell shame from guilt, whether students feel they belong, and how sure students feel about taking a safe step.
- **Checks in each lesson:** exit responses, students' If-Then plans, and teacher notes on who takes part in circle time
- **School records:** discipline referrals, suspension rates, requests to see a counsellor, and climate surveys. A rise in counsellor requests early on can mean students trust adults more.

Keep using it after Lesson 6

- **Weekly:** Sing "Bullyproof" at school gatherings. Hold a short class circle each week or every other week.
- **Monthly:** Run a 20-minute review session.
- **All year:** Keep a trained repair team in place. Train student leaders to help. Give individual support when a student needs it.
- **Adults and families:** Train staff before the first lesson, then once a year. Hold family nights twice a year.

Request a program for your school or organisation

Fill in the form with the name and location of your school or organisation, your contact details, the format you want, grade levels, and dates that work for you. Add anything else we should know. We will reply to confirm whether we can come, and to plan the visit.

Request form:

weriseupstrong.com/schools/request.html

Submitting the form does not commit your school or organisation to anything. Please do not include student names or photos in the form.

Created by



Dan Roeder

Presenter. Musician and teacher; Chief Academic Officer at the David Z Foundation. Created *Bullyproof* from Curtis's ideas.



Curtis Scofield

Co-creator. Chose the baseball-loving lion and lip-syncs the song in the film.



Julie Todd

Partner. Creator of the storybook, colouring book, and stickers, and of the film's characters and scenes.

We Rise Up Strong — Scope and Sequence. This document lists the six lessons for schools and organisations that are thinking about booking the program. Full lesson plans, teacher guidance, safety rules, and sources are in the complete curriculum. See weriseupstrong.com.